ELL Stage V: Grades 9-12

Writing

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

The student identified at this level has no ability or limited ability to write in English.

Emergent

The student identified at this level has a limited ability to write in English. The student writes phrases and short simple sentences with limited use of writing conventions.

Basic

The student identified at this level is able to demonstrate control over simple sentence structures. He/she independently produces a paragraph using English writing conventions. Errors may impede communication.

Low Intermediate

The student identified at this level is able to write formulaic essays that have simple organization. The student uses common word choices, repetitive sentence patterns, and English writing conventions. He/she attempts to use sentence variety.   Errors may impede communication.

High Intermediate

The student identified at this level is able to write organized essays. The student uses varied vocabulary, repetitive sentence patterns, and English writing conventions. He/she uses sentence variety. Occasional errors in English conventions may occur, but does not impede communication.

ELL Stage V: Grades 9-12

Writing

		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Writing Applications		**Standard:** The student will express his or her thinking and ideas in a variety of writing genres.				
		The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:				
	Narrative	PE-1: writing a sentence containing personal information with support.	E-1: writing 2-3 sentences based on real and imagined events.	B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting.	LI-1: writing a narrative based on real and imagined events that includes characters, dialogue, plot, and setting.	HI-1: writing a narrative based on real and imagined events that includes characters, dialogue, plot, and setting.
		PE-2: writing a poem with support.	E-2: writing a poem using rhyme patterns and figurative language (simile) with support.	B-2: writing a poem using rhyme patterns, figurative language (simile and metaphor), and rhythm.	LI-2: writing a poem using rhyme patterns, figurative language (simile and metaphor), theme, imagery, and rhythm.	HI-2: writing a poem using rhyme patterns, figurative language (simile and metaphor), theme, imagery, and rhythm.
	Expository	PE-3: writing a sentence based on facts or experience with support.	E-3: writing 2-3 sentences based on facts or experience.	B-3: writing an expository paragraph that includes a topic sentence, supporting details, and a conclusion.	LI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion.	HI-3: writing an expository essay that includes an introduction with a thesis, body paragraphs with supporting details, and a conclusion.

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Writing

		The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:				
Writing Applications	**Literary Response**	PE-4: N/A	E-4: N/A	B-4: N/A	LI-4: N/A	HI-4: writing a response to a literary selection that demonstrates an understanding of a literary element (i.e., theme, character changes, plot development, importance of setting to the selection).
	Functional	PE-5: N/A	E-5: writing a process document that includes multiple step instructions with support.	B-5: writing a process document that includes multiple step instructions.	LI-5: writing a process document that includes multiple step instructions with headings.	HI-5: writing a process document that includes multiple step instructions with heading and sub headings.
		PE-6: N/A	E-6: writing a business document (letter and envelope) in a conventional format with support.	B-6: writing a business document (letter and envelope) in a conventional format.	LI-6: writing a business document (i.e., letter, email, memo, and envelope) in a conventional format.	HI-6: writing a business document (i.e., letter, email, memo, and envelope) in a conventional format.
		PE-7: N/A	E-7: N/A	B-7: N/A	LI-7: completing a business/service form (i.e., job application, college application, etc.)	HI-7: completing a business/service form (i.e., job application, college application, etc.)

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Writing

		The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:				
Writing Applications	Persuasive	PE-8: N/A	E-8: writing a 2-3 sentence response that states a position/claim and supports the argument.	B-8: writing a persuasive paragraph that states a position/claim and supports arguments with evidence.	LI-8: writing a persuasive essay that states a position/claim and supports arguments with evidence.	HI-8: writing a persuasive essay that states a position/claim, supports arguments with evidence, and acknowledges and refutes opposing arguments.

ELL Stage V: Grades 9-12

Writing

Standard: The student will identify and apply conventions of standard English in his or her communications.					
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
The student will identify and apply conventions of standard English in his or her written communications by:					
Standard English Conventions — Capitalization	PE-1: using capitalization at the beginning of sentences, the pronoun "I," and proper nouns.	E-1: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," and proper adjectives.	B-1: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations.	LI-1: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations.	HI-1: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations.
Punctuation	PE-2: using a period at the end of a sentence.	E-2: using periods and question marks at the end of sentences.	B-2: periods, question marks, and exclamation points at the end of sentences.	LI-2: using appropriate end punctuation.	HI-2: using appropriate end punctuation.

Writing

The student will identify and apply conventions of standard English in his or her written communications by:

Standard English Conventions	Punctuation				
		PE-3: using commas to punctuate items in a series and dates, with support.	E-3: using commas to punctuate items in a series and dates.	B-3: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives, with support.	LI-3: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives.	HI-3: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives.
		PE-4: N/A	E-4: N/A	B-4: using quotation marks to punctuate dialogue, titles, and exact words from sources, with support.	LI-4: using quotation marks to punctuate dialogue, titles, and exact words from sources.	HI-4: using quotation marks to punctuate dialogue, titles, and exact words from sources.
		PE-5: using colons to punctuate time.	E-5: using colons to punctuate time.	B-5: using colons to punctuate time, salutations, and sentences introducing lists, with support.	LI-5: using colons to punctuate time, salutations, and sentences introducing lists.	HI-5: using colons to punctuate time, salutations, and sentences introducing lists.

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Writing

The student will identify and apply conventions of standard English in his or her written communications by:					
Standard English Conventions	**Punctuation**	PE-6: N/A	E-6: N/A	B-6: using semicolons to punctuate compound sentences, with support.	LI-6: using semicolons to punctuate compound and compound-complex sentences.	HI-6: using semicolons to punctuate compound and compound-complex sentences.
		PE-7: identifying apostrophes to punctuate contractions and singular possessives.	E-7: using apostrophes to punctuate contractions and singular possessives.	B-7: using apostrophes to punctuate contractions, singular possessives, and plural possessives.	LI-7: using apostrophes to punctuate contractions, singular possessives, and plural possessives.	HI-7: using apostrophes to punctuate contractions, singular possessives, and plural possessives.
		PE-8: N/A	E-8: N/A	B-8: using underlining/ italics or quotation marks to indicate titles, with support.	LI-8: using underlining/ italics or quotation marks to indicate titles.	HI-8: using underlining/ italics or quotation marks to indicate titles.
	Spelling	PE-9: spelling words correctly, with support.	E-9: spelling words correctly.	B-9: spelling words correctly.	LI-9: spelling words correctly.	HI-9: spelling words correctly.

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Writing

		The student will identify and apply conventions of standard English in his or her written communications by:				
Standard English Conventions	**Format**	PE-10: identifying paragraph breaks to indicate an organizational structure, with support.	E-10: using paragraph breaks to indicate an organizational structure.	B-10: using paragraph breaks to indicate an organizational structure.	LI-10: using transitions and paragraph breaks to indicate an organizational structure.	HI-10: using transitions and paragraph breaks to indicate an organizational structure.
	Penmanship	PE-11: writing legibly all upper and lower case letters and numerals.	E-11: writing legibly with spacing between words and consistent left-to-right orientation.	B-11: writing legibly in standard writing format.	LI-11: writing legibly in standard writing format.	HI-11: writing legibly in standard writing format.
	Grammar/Parts of Speech	PE-12: using verb tenses (simple present, simple past, simple future and present progressive tenses), with support.	E-12: using verb tenses (simple present, simple past, simple future and present progressive tenses).	B-12: using verb tenses (simple and progressive tenses) with support.	LI-12: using verb tenses (simple, progressive, and perfect tenses).	HI-12: using verb tenses (simple, progressive, and perfect tenses).
		PE-13: N/A	E-13: N/A	B-13: using conditionals (If…, then…).	LI-13: using conditionals	HI-13: using conditionals

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Writing

		The student will identify and apply conventions of standard English in his or her written communications by:				
Standard English Conventions	**Syntax/Sentence Construction**	PE-14: using subject-verb agreement in simple sentences **(S-V, S-V-O),** with support.	E-14: using subject-verb agreement in simple sentences **(S-V, S-V-O, S-V-C)**.	E-14: using subject-verb agreement in simple and compound sentences**(S-V, S-V-O, S-V-C)**.	LI-14: using subject-verb agreement in simple, compound, and complex sentences **(S-V, S-V-O, S-V-C, S-V-IO-DO)**.	HI-14: using subject-verb agreement in simple, compound, complex, and compound- complex sentences.
		PE-15: using declarative sentences.	E-15: using declarative and interrogative sentences.	B-15: using declarative, interrogative, and exclamatory sentences.	LI-15: using declarative, interrogative, exclamatory, and imperative, sentences.	HI-15: using declarative, interrogative, exclamatory, and imperative, sentences.
		PE-16: using declarative sentence construction form.	E-16: using declarative, negative, and interrogative sentence construction forms.	B-16: using declarative, negative, and interrogative sentence construction forms.	LI-16: using declarative, negative, and interrogative sentence construction forms.	HI-16: using declarative, negative, and interrogative sentence construction forms.

ELL Stage V: Grades 9-12

Writing

	Standard: Students use the steps of the writing process as a writing piece moves toward completion.				
		Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
Writing Process	Prewriting	PE-1: N/A	E-1: generating and organizing ideas before writing and maintain a record of ideas (i.e. brainstorming, listing, journaling, webbing, etc.) with support.	B-1: generating and organizing ideas before writing and maintain a record of ideas (i.e. brainstorming, listing, journaling, webbing, etc.) with support.	LI-1: generating and organizing ideas before writing and maintain a record of ideas (i.e. brainstorming, listing, journaling, webbing, etc.).	HI-1: generating and organizing ideas before writing and maintain a record of ideas (i.e. brainstorming, listing, journaling, webbing, etc.).
		PE-2: N/A	E-2: using a variety of organizational strategies (i.e., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.) to plan writing, with support.	B-2: using a variety of organizational strategies (i.e., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.) to plan writing.	LI-2: using a variety of organizational strategies (i.e., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.) to plan writing.	HI-2: using a variety of organizational strategies (i.e., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.) to plan writing.

ELL Stage V: Grades 9-12

Writing

		Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
Writing Process	Prewriting	PE-3: N/A	E-3: N/A	B-3: determining the purpose (e.g., to entertain, to inform, to explain) with support.	LI-3: determining the purpose to entertain, to inform, and to explain (without support); to persuade (with support)	HI-3: determining the purpose (e.g., to entertain, to inform, to persuade, to explain).
		PE-4: N/A	E-4: N/A	B-4: determining the intended audience of a writing piece with support.	LI-4: determining the intended audience of a writing piece.	HI-4: determining the intended audience of a writing piece.
	Drafting	PE-5: N/A	E-5: using a prewriting plan to develop the main idea(s) with supporting details (with support).	B-5: using a prewriting plan to develop the main idea(s) with supporting details.	LI-5: using a prewriting plan to develop the main idea(s) with supporting details.	HI-5: using a prewriting plan to develop the main idea(s) with supporting details.
		PE-6: writing a sentence with support.	E-6: sequencing ideas into a cohesive, meaningful order, with support.	B-6: sequencing ideas into a cohesive, meaningful order.	LI-6: sequencing ideas into a cohesive, meaningful order.	HI-6: sequencing ideas into a cohesive, meaningful order.

ELL Stage V: Grades 9-12

Writing

Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:

		PE-7: N/A	E-7: revising the draft to clarify meaning and refine organization, with support.	B-7: revising the draft to clarify meaning and refine organization.	LI-7: revising the draft to clarify meaning and refine organization.	HI-7: revising the draft to clarify meaning and refine organization.
Writing Process	**Revising**	PE-8: N/A	E-8: N/A	B-8: deleting irrelevant and/or redundant information from the draft, with support.	LI-8: deleting irrelevant and/or redundant information from the draft.	HI-8: deleting irrelevant and/or redundant information from the draft.
		PE-9: N/A	E-9: N/A	B-9: adding transitional words to the draft in order to clarify meaning, with support	LI-9: adding transitional words and phrases to the draft in order to clarify meaning.	HI-9: adding transitional words and phrases to the draft in order to clarify meaning.
		PE-11: N/A	E-11: N/A	B-11: using a variety of sentence structures (i.e., simple and compound) to improve sentence fluency in the draft, with support.	LI-11: using a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.	HI-11: using a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.

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Writing

Writing Process		Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
	Revising	PE-12: N/A	E-12: N/A	B-12: applying appropriate tools and strategies (i.e., checklists, rubrics) to refine the draft, with support.	HI-12: applying appropriate tools and strategies (i.e., peer review, checklists, rubrics) to refine the draft.	HI-12: applying appropriate tools and strategies (i.e., peer review, checklists, rubrics) to refine the draft.
		PE-13: N/A	E-13: N/A	B-13: using resources and reference materials (i.e., thesaurus, dictionary) to select more effective and precise language, with support.	LI-13: using resources and reference materials (i.e., thesaurus, dictionary) to select more effective and precise language.	HI-13: using resources and reference materials (i.e., thesaurus, dictionary) to select more effective and precise language.
	Editing	PE-14: identifying and correcting end punctuation errors with support.	E-14: identifying and correcting end punctuation errors.	B-14: identifying and correcting punctuation, spelling, and grammar errors in the draft, with support.	LI-14: identifying and correcting punctuation, spelling, and grammar errors in the draft.	HI-14: identifying and correct punctuation, spelling, and grammar errors in the draft.

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Writing

		Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
Writing Process	**Editing**	PE-15: N/A	E-15: N/A	B-15: using resources (i.e., word lists, dictionary, spelling/ grammar checkers) to correct conventions, with support.	LI-15: using resources (i.e., word lists, dictionary, spelling/grammar checkers) to correct conventions.	HI-15: using resources (i.e., word lists, dictionary, spelling/grammar checkers) to correct conventions.
		PE-16: N/A	E-16: N/A	B-16: applying proofreading marks to indicate errors in conventions, with support.	LI-16: applying proofreading marks to indicate errors in conventions.	HI-16: applying proofreading marks to indicate errors in conventions.
		PE-17: N/A	E-17: N/A	B-17: applying appropriate tools and strategies (i.e., checklists, rubrics) to edit the draft.	LI-17: applying appropriate tools and strategies (i.e., peer review, checklists, rubrics) to edit the draft.	HI-17: applying appropriate tools and strategies (i.e., peer review, checklists, rubrics) to edit the draft.

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Writing

		Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:				
Writing Process	Publishing	PE-18: N/A	E-18: N/A	B-18: preparing writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose, with support. * Technology (PowerPoint, Word, etc.)	LI-18: preparing writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose. * Technology (PowerPoint, Word, etc.)	HI-18: preparing writing in a format (e.g., oral presentation, manuscript, multimedia*) appropriate to audience and purpose. *Technology (PowerPoint, Word, etc.)
	Planning	PE-19: N/A	E-19: N/A	B-19: using time-management strategies, when appropriate, to produce a final draft within a specified period of time, with support.	LI-19: using time-management strategies, when appropriate, to produce a final draft within a specified period of time.	HI-19: using time-management strategies, when appropriate, to produce a final draft within a specified period of time.

ELL Stage V: Grades 9-12

Writing

	Standard: The student will integrate elements of effective writing to develop engaging and focused text.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:				
Writing Elements	PE-1: including an identifiable main idea in a shared writing activity.	E-1: including an identifiable main idea.	B-1: including an identifiable main idea/ topic sentence.	LI-1: including an identifiable main idea, topic sentence, and/or thesis statement.	HI-1: including an identifiable main idea, topic sentence, and/or thesis statement.
	PE-2: N/A	E-2: providing reasons (primary supports) and examples (secondary supports) to support main idea.	B-2: providing reasons (primary supports) and examples (secondary supports) to support main idea/topic sentence.	LI-2: providing reasons (primary supports) and examples (secondary supports) to support main idea, topic sentence and/or thesis statement.	HI-2: providing reasons (primary supports) and examples (secondary supports) to support main idea/topic sentence and/or thesis statement.
	PE-3: N/A	E-3: N/A	B-3: writing with an identifiable purpose for a specific audience.	LI-3: writing with an identifiable purpose for a specific audience.	HI-3: writing with an identifiable purpose for a specific audience.

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Writing

	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:				
Writing Elements	PE-4: N/A	E-4: using structure appropriate for the type of writing (e.g., letter format, narrative, essay)	B-4: using structure appropriate for the type of writing (e.g., letter format, narrative, essay)	LI-4: using structure appropriate for the type of writing (e.g., letter format, narrative, essay)	HI-4: using structure appropriate for the type of writing (e.g., letter format, narrative, essay)
	PE-5: N/A	E-5: N/A	B-5: N/A	LI-5: using an introduction to draw in the reader.	HI-5: using an introduction to draw in the reader.
	PE-6: using details to support the main idea in a shared writing activity.	E-6: using details to support the main idea.	B-6: using details to support the main idea/topic sentence.	LI-6: using details to support the main idea, topic sentence, and/or thesis statement.	HI-6: using details to support the main idea, topic sentence, and/or thesis statement.
	PE-7: N/A	E-7: using effective transitions among all the elements (sentences, paragraphs, and ideas).	B-7: using effective transitions among all the elements (sentences, paragraphs, and ideas).	LI-7: using effective transitions among all the elements (sentences, paragraphs, and ideas).	HI-7: using effective transitions among all the elements (sentences, paragraphs, and ideas).
	PE-8: N/A	E-8: N/A	B-8: N/A	LI-8: using a variety of paragraph strategies (e.g., topical, chronological, cause and effect)	HI-8: using a variety of paragraph strategies (e.g., topical, chronological, cause and effect)

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Writing

Writing Elements	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:				
	PE-9: creating a concluding sentence in a shared writing activity.	E-9: creating a concluding sentence.	B-9: creating an ending that provides a sense of resolution or closure.	LI-9: creating an ending that provides a sense of resolution or closure.	HI-9: creating an ending that provides a sense of resolution or closure.
	PE-10: N/A	E-10: N/A	B-10: N/A	LI-10: using language appropriate to purpose, topic, and audience.	HI-10: using language that expresses sincerity and commitment to the topic.
	PE-11: N/A	E-11: N/A	B-11: N/A	LI-11: using active and passive voice with support.	HI-11: using active and passive voice.
	PE-12: using adjectives in a shared writing activity.	PE-12: using accurate and specific words that convey the intended message.	B-12: using varied, accurate, specific, powerful words and phrases that convey the intended message.	LI-12: using varied, accurate, specific, powerful words and phrases that convey the intended message.	HI-12: using varied, accurate, specific, powerful words and phrases that convey the intended message.
	PE-13: N/A	E-13: N/A	B-13: N/A	LI-13: using figurative language to evoke clear images.	HI-13: using figurative language to evoke clear images.

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Writing

Writing Elements	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:				
	PE-14: using simple sentences in a shared writing activity.	E-14: using simple and compound sentences in a shared writing activity.	B-14: using simple and compound sentences for sentence fluency.	LI-14: using a variety of sentence structures (i.e., simple, compound, complex) for sentence fluency.	LI-14: using a variety of sentence structures (i.e., simple, compound, complex) for sentence fluency.
	PE-15: N/A	E-15: using a variation in sentence beginnings and lengths (including phrases and/or clauses) in a shared writing activity.	B-15: using a variation in sentence beginnings and lengths (including phrases and/or clauses).	LI-15: using a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses).	HI-15: using a variation in sentence beginnings, lengths, and patterns (including phrases and/or clauses).

ELL Stage V: Grades 9-12

Writing

Research	Standard: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:				
	PE-1: N/A	E-1: writing a simple report that includes a title, main idea, and supporting details.	B-1: summarizing information from 2-3 resources (i.e., internet, reference materials, newspapers)	LI-1: summarizing and paraphrasing information from 2-3 resources (i.e., internet, reference materials, newspapers) (ss, s)	HI-1: summarizing and paraphrasing information from 2-3 resources (i.e., internet, reference materials, newspapers) (ss, s)
	PE-2: N/A	E-2: selecting information from one teacher-selected source about a teacher-selected topic.	B-2: selecting information from more than one teacher-selected source about a teacher-selected topic.	LI-2: locating and evaluating informational sources about a topic.	HI-2: locating and evaluating informational sources about a topic.
	PE-3: N/A	E-3: organizing notes, with support, on a given topic from one teacher-selected source.	B-3: organizing notes, with support, on a given topic from more than one teacher-selected source.	LI-3: organizing notes on a given topic from a variety of sources.	HI-3: organizing notes on a topic from a variety of sources.

ELL Stage V: Grades 9-12

Writing

Research	The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:				
	PE-4: N/A	E-4: summarizing information, from a teacher-selected source, in a written report which includes a topic sentence and three supporting sentences.	B-4: summarizing information, from more than one teacher-selected source, in a written report which includes a topic sentence, at least three supports, and a concluding sentence.	LI-4: summarizing information, from more than one source, in a written report which includes an introduction, supports, examples, and a conclusion.	HI-4: summarizing information, from more than one source, in a written report which includes an introduction, supports, examples, and a conclusion.
	PE-5: N/A	E-5: N/A	B-5: N/A	LI-5: paraphrasing information and citing the source.	HI-5: paraphrasing information and citing the source.
	PE-6: N/A	E-6: N/A	B-6: N/A	LI-6: including a works cited, bibliography, or reference page.	HI-6: including a works cited, bibliography, or reference page.
	PE-7: N/A	E-7: producing and presenting a report using technology (i.e., Power Point, interactive whiteboard, etc.).	B-7: producing and presenting a report using technology (i.e., Power Point, interactive whiteboard, etc.).	LI-7: producing and presenting a report using technology (i.e., Power Point, interactive whiteboard, etc.).	HI-7: producing and presenting a report using technology (i.e., Power Point, interactive whiteboard, etc.).